DOCUMENT RESUME

ED 115 672 TM 004 942

TITLE	The Minneapolis Accountability Project 1972-1975. Three Year Report.
INSTITUTION	Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
SPONS AGENCY	Minnesota Council on Quality Education, St. Paul.
REPORT NO	C-74-8
PUB DATE	Jun 75
NOTE	52p.
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	Academic Achievement; Advisory Committees; Basic Skills; *Citizen Participation; Community Involvement; Curriculum Development; *Educational Accountability; Elementary Secondary Education; Evaluation Criteria; Program Development; *Program Evaluation; *School Community Relationship; Staff Utilization; Student Evaluation; Teacher Improvement
IDENTIFIERS	*Minneapolis Accountability Project; Minneapolis Public Schools; Minnesota (Minneapolis)

ABSTRACT

The Minneapolis Accountability Project represents an effort to allow the community to evaluate existing school programs which are locally funded. The project informs the community about school problems, establishes a channel for expression of community concerns, and provides findings and proposals for educational change. This report describes the operation of the project during its first three years. Community evaluation committees, made up entirely of volunteers, were established to evaluate topics selected by a citizen advisory board. Five committee reports were completed: (1) Pupil Progress Reporting in the Minneapolis Schools, (2) The Use of Teachers' Skills in the Minneapolis Schools, (3) Basic Skills in the Minneapolis Schools, (4) Curriculum Development Procedures in the Minneapolis Schools, and (5) Community Participation in the Minneapolis Schools. Committee concerns, recommendations, and implementation efforts are discussed. (Author/BJG)

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THREE YEAR REPORT

THE MINNEAPOLIS ACCOUNTABILITY PROJECT 1972 – 1975

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TM 004 942

Funded by the State of Minnesota
Council on Quality Education
(Project #73-180)

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Evaluation Committee reports and a 19-minute slide-tape presentation describing the Project are available from the Accountability Project, 912 National Building, Minneapolis, Minnesota 55402. Phone 612-338-1102.

Published June 1975
C-74-8

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Summary

The Minneapolis Accountability Project provides greater public accountability by assisting citizens to evaluate local school programs and procedures.

The Project has demonstrated that citizens not previously involved in school programs will spend many hours studying topics which are important to them and to the education of their children. It has also shown that a meaningful consensus can be reached by persons with diverse educational views, -- if they are given time for discussion and evidence on which to base their decisions. The Accountability Project informs the community about school problems, provides a channel for expression of community concerns, and provides valuable findings and proposals for educational change for a comparatively small financial investment.

In 1971 the Minnesota State Legislature established the Council on Quality Education to encourage, promote and aid research and development in elementary and secondary schools. The Accountability Project proposal was submitted to the Council by the Research and Evaluation Department of the Minneapolis Public Schools. The Project was funded by the Council 1972-75 and has been funded by the Minneapolis schools for 1975-76. This report describes the operation of the Project during its first three years.

Five community evaluation committees, made up entirely of volunteers, were established to evaluate topics selected by a citizen advisory board. Each committee spent six to seven months listening to speakers, studying resource materials, visiting schools and preparing recommendations to the school board. Committees followed up on implementation of their recommendations. The Project was staffed by two independent contractors hired by the school board but operating from offices outside the schools.

Five committee reports were completed:

1972-73...PUPIL PROGRESS REPORTING IN THE MINNEAPOLIS SCHOOLS

...THE USE OF TEACHERS' SKILLS IN THE MINNEAPOLIS SCHOOLS

1973-74...BASIC SKILLS IN THE MINNEAPOLIS SCHOOLS

...CURRICULUM DEVELOPMENT PROCEDURES IN THE MINNEAPOLIS SCHOOLS

1974-75...COMMUNITY PARTICIPATION IN THE MINNEAPOLIS SCHOOLS

During the first two years, 69 recommendations were made to the Minneapolis school board. By one count, 52 of these recommendations have been responded to positively; 4 recommendations were rejected; thirteen recommendations are still uncertain. No report is yet available on the 10 recommendations submitted in June, 1975.

Origin of the Project

Minnesota is the only state in which the legislature appropriates funds for the research and development of innovative experimental educational projects. Each year, hundreds of Minnesota teachers and administrators as well as concerned lay people submit proposals to a 17-member council composed of people from all over the state. The Council serves without compensation. Proposals are considered and ultimately a decision is made to recommend to the State Board of Education those programs which, if successfully implemented, would be worthy of replication in other school districts in the state. The Accountability Project was one of fifty programs which have been funded by the Council since its origin.

The Accountability proposal was developed by the Research and Evaluation Department of the Minneapolis Public Schools. Stimulus for the proposal was the Research Director's observation that most formal evaluations of school programs conducted by the Research and Evaluation Department lacked the vital element of community involvement. Since local resources were lacking for this type of activity, although some community involvement had been obtained for federally funded programs, funds were sought from the Council on Quality Education.

The Project addressed itself to a number of categories described by the Council as appropriate for funding:

..Effective utilization of community personnel and resources;

..Developing model personnel policies and procedures and new staffing concepts;

..Assessment and evaluation of educational programs;

..Effective dissemination of educational information; and

..Research and testing of new concepts of educational efficiency, effectiveness and cost benefits.

The Minneapolis Accountability Project proposed to provide greater public accountability for educational programs by developing community evaluation committees. Evaluation topics would be selected by the community and full time, independent staff assistance would be provided to those committees.

Only two administrative restrictions on committee procedures were established by the recipient agency, the Minneapolis schools:

..The evaluations should focus on existing programs, i.e. they were to be evaluation committees, not planning committees.

..Evaluations should focus on locally funded projects, -- not federally funded projects, -- since federally funded projects typically had more evaluation resources available.

Detailed reports on the Project's first and second year of operation were written and are available:

..Faunce, R. and Hively, J. THE MINNEAPOLIS ACCOUNTABILITY PROJECT: COMMUNITY EVALUATION OF SCHOOL PROGRAMS, FIRST YEAR REPORT, SEPTEMBER 1, 1972 to JUNE 30, 1973. Minneapolis Public Schools, July 1973.

..Hively, J. and Faunce, R. THE MINNEAPOLIS ACCOUNTABILITY PROJECT: COMMUNITY EVALUATION OF SCHOOL PROGRAMS, SECOND YEAR REPORT, JULY 1, 1973 to JUNE 30, 1974. Minneapolis Public Schools, September 1974.

The Accountability Project Process

CITIZEN ADVISORY BOARD

Steering Committee

Before the Project proposal was submitted to the Council on Quality Education, reactions to it were solicited by its author, the Director of Research and Evaluation of the Minneapolis Schools, from representatives of several community organizations which had shown continuing interest in improving public education through objective evaluation. These organizations included: the Citizens League, League of Women Voters, Urban Coalition, Citizens' Committee for Public Education and the city PTSA Council.

Following acceptance of the proposal, representatives from these same community organizations met to develop guidelines for a first year advisory board, for project operations and for staff selection. These representatives, serving as individuals rather than delegates from their organizations, became the nucleus of the Project Advisory Board. They recommended names of other persons who would broaden the representativeness of the board.

Representativeness was initially defined to mean balance across the city based on income level, race, sex, geography, philosophy and political affiliation. Age was not included as a criterion, but attempts were made in 1972 to include a senior high school student on the steering committee. No public school student, however, ever sat on the board. The Project Director attended board meetings as a non-voting member.

1972-73 Board

The 11-member Advisory Board operating 1972-73 met 15 times, with its first meeting taking place on October 24, 1972. The board performed the following functions:

..October to January. Adopted a job description for a Project coordinator, interviewed candidates for the position and recommended the hiring of a coordinator and an office assistant. Developed criteria for selecting programs for evaluation, reviewed 26 programs suggested for evaluation, and selected two study topics (Pupil Progress Reporting and Teacher Utilization Procedures). Developed committee charges for the topics and selected two board members as committee chairpersons. Adopted criteria for organization of community evaluation committees. Formulated plans for publicizing the Project in order to recruit committee members.

..February. Heard progress reports of both committees. Made recommendations to deal with concerns about the overly technical level of speaker presentations, and about the need for more lay members on one committee and for more teachers on the other.

..May. Heard progress reports of both committees and interviewed members of the Teacher Skills Committee who complained about their chairman's views on the topic and their influence on committee

proceedings. Defined powers of the chair, the committee and the staff.

..June. Reviewed and approved the two committee reports, in separate meetings, for presentation to the Minneapolis School Board.

..July. Reviewed first year's program. Made recommendations concerning the 1973-74 schedule and techniques for broadening the Advisory Board.

1973-74 Board

The 1973-74 Board operated with 13-members, 7 of whom had served on the previous board. The remaining 6 were selected for their contributions as members of the previous year's evaluation committees and/or to satisfy once again the need for representativeness. Representativeness was then defined on the basis of sex, geographic residence within the city, race and philosophic viewpoint. Although 15 people accepted membership on the board, two members were absent from subsequent meetings. The board decided at its fourth meeting to remove from the board any members absent from three consecutive meetings.

The 1973-74 board met 11 times, and performed the following functions:

..September to October. Elected a chairperson. Reviewed 50 proposals for evaluation topics solicited from organizations and individuals prior to September 15. Selected two study topics and developed committee charges (Basic Skills Programs and Curriculum Development Procedures). Elected two board members as committee chairpersons.

..December. Reviewed implementation of 1972-73 reports. Planned further recruitment of membership for one committee. Reviewed state accountability legislation.

..February. Heard progress reports on implementation of 1972-73 reports and on work of both committees. Reviewed continuation proposal for Council on Quality Education.

..April. Discussed concern that 1974-75 evaluation committee should look for ways to provide greater public school accountability to citizens on a continuing basis. Reviewed progress of committees.

..June. At separate meetings, reviewed and approved two committee reports for presentation to the Minneapolis School Board. Approved hiring of replacement for the resigning assistant coordinator. Drafted tentative charge for 1974-75 committee for use in publicizing for members.

..July. Reviewed Project's slide-tape presentation. Reviewed names of 12 candidates proposed by board members for board membership during 1974-75. Voted prioritized list of candidates to show order in which invitations should be sent to obtain 7 new members for enlarged 17-member board (3 of existing members resigning). Elected chairperson for 1974-75. Drafted 2nd round committee charge and suggested names for 1974-75 committee chair. Developed requirement that every board member attend a minimum of two study committee sessions in addition to board meetings during the year.

1974-75 Board

The 1974-75 Advisory Board consisted of 17-members, 10 of whom had previously served. Of the 7 new members, 6 had served as members of evaluation committees during the previous year. The board met 9 times, and performed the following functions:

..September. Developed 74-75 committee charge (Community Participation). Reviewed the budget. Approved selection of chairperson for the study committee.

..November. Discussed policy for taping committee sessions and approved a Communications Policy (see Appendix, Item A). Reviewed progress toward development of community survey to fulfill the evaluation committee's charge. Discussed alternatives for future funding of the Accountability Project.

..March. Discussed future of the Project. Planned campaign to lobby for local school funding. Reviewed work of study committee.

..May Reviewed and suggested changes in evaluation committee report. Approved final evaluation report for presentation to the Board of Education.

..June. Reviewed plans for continuation of the Project under local school funding. Approved allocation of a reduced budget for one new evaluation study plus follow-up on prior studies during 1975-76. Decided to apply to CQE for dissemination funds, 75-76. Discussed board functions and membership; decided on 8 criteria for membership. Reviewed process for selection of new evaluation topic.

..July. Approved appointment of replacement for resigning assistant coordinator. Reviewed nominations for membership on 1975-76 board.

From 1972 to 1975, 24 citizens served on the Advisory Board. Six people served for three years, five for two years and thirteen for one year. A list of board members is shown as Item B in the Appendix.

Criteria for Membership

The following criteria for membership on the 1975-76 Advisory Board were set down in June, 1975:

..The chairperson of the evaluation committee should be a member of the board.

..The Project director should be an ex-officio, non-voting member.

..Members of the board are elected as individuals, not as organizational representatives.

..Members are elected for a maximum 3-year term.

..One-third of the board in any year should consist of new members.

..There should be no more than two Board of Education employees sitting on the board.

..The board will strive for balanced representation on the basis of sex, race, geographic location and will strive to encompass a variety of viewpoints.

..The board will consist of 19 members including the committee chairperson.

Comments regarding Advisory Board - Study Committee Relationships:

Board-Committee Relationships

As the "constituency" of the Project was enlarged to include past members of evaluation committees in addition to interested individuals from educational organizations, the self-perpetuating character of the board was questioned. On evaluation questionnaires two committee members suggested that the membership of the board could be opened up." "You could ask for names of people who would like to be board members, and then form the board from them."

Another issue, raised by board members themselves, concerned the term for membership. It was suggested that a two or three-year maximum term would permit more new members to join the holdovers. The merit of maintaining all past study committee chairpersons on the board to provide leadership for implementation of their recommendations was discussed.

The 1974-75 Advisory Board dealt with these issues by formal passage of the criteria for membership listed above. A three-year term was declared to be maximum, allowing for 1/3 turnover each year. It was also agreed, however, that "opening up" the board to all those interested in serving on it would not work, -- that a definite and workable size of membership must be determined and that representativeness according to established criteria was essential.

A significant and recurring problem concerned communication about the board's functions to the study committee. Despite the fact that some Advisory Board members also served as members of each study committee, committee members tended to be suspicious of the board's hierarchical authority. During 1974-75, repeated efforts were made to describe the board's function of review at committee sessions: "The Board will act as your first critic...is interested in clarity rather than changing contents...is primarily concerned that the findings and recommendations meet the requirements of the charge." Suspicion, however, still existed. And it was noted by a few participants that board members need only attend two study committee sessions whereas the committee had decided that members would be defined by attendance at a minimum of four resource sessions.

A step to improvement of communications was taken by the board in June, 1975, when the members decided that a clear and concise description of board functions and policies should be included in a document which would also include the origins, history and general description of the committee process. The document will be given to all who attend evaluation committee meetings and to prospective board members.

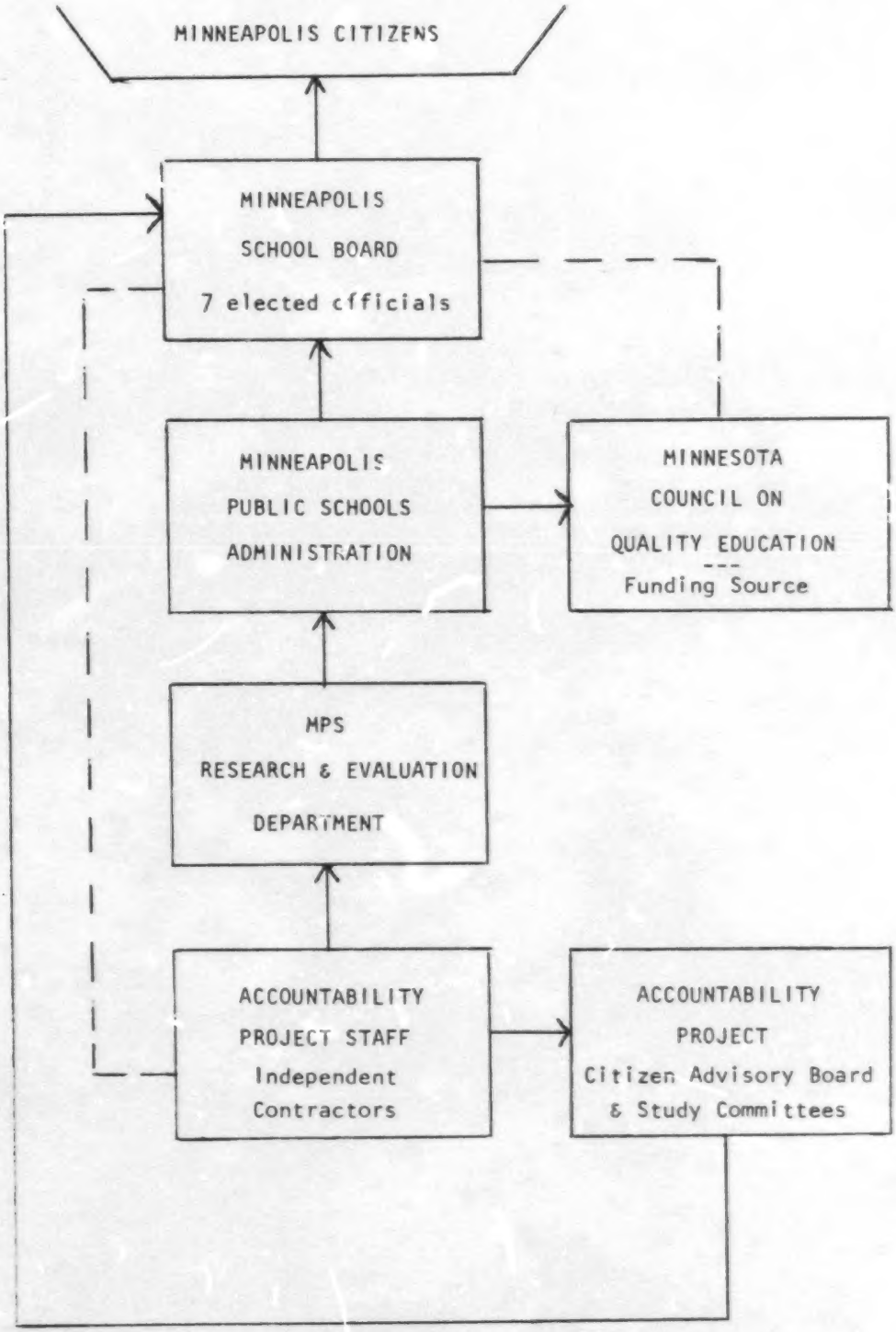


Exhibit 1.

ORGANIZATION CHART OF MINNEAPOLIS ACCOUNTABILITY PROJECT, 1972-75

⟶ Report Lines — — — Contractual Agreements

SELECTION OF STAFF

Independent Contractors

Two staff members were hired as independent contractors to provide service to the evaluation committees. Job descriptions for an Evaluation Coordinator and a Clerk-typist were included in the Project proposal. The Advisory Board in its meetings prior to hiring staff added two qualifications: Minneapolis residency and no professional affiliation with the schools. Several candidates for the position of Coordinator were interviewed by a subcommittee of the Advisory Board. Janet Hively was approved for the position on November 20, 1972, almost three months after funding. She was then responsible for recruiting an office assistant, Susan Hastay, and for taking care of the details of setting up an office.

The description of the Coordinator's position proved to be an accurate assessment of the job as it developed: independent, objective and fluent in reporting, capable of working with people from diverse backgrounds, willing to work on a flexible time schedule. The second staff position, however, proved to be that of an administrative assistant rather than that of a traditional clerk-typist. Evening hours, research, basic accounting, travel and public contact all were involved. The job description was changed in 1973-74 accordingly. Susan Hastay was replaced as Assistant Coordinator by Tracey Walen following her resignation to attend graduate school in August, 1974.

Specific staff duties developed as follows:

Coordinator

..Coordinator.

Liaison with the Project Board, with the committee chairpersons, with committee members, with the school administration and with community organizations. Knowledge of the community is essential.

Organization of committee meetings; selection of speakers with attendant correspondence required; research to find appropriate background material and preparation of such material for committee distribution; attendance at all meetings; preparation and distribution of minutes for all meetings; preparation and implementation of surveys when required for evaluation study.

Writing reports of committee findings and recommendations, releases to the press and public; speaking at public meetings about the work of the Project and its committees. The ability to clarify and summarize ideas is essential.

Office administration.

Assistant Coordinator

..Assistant.

Coordinating and attending meetings; supervising budget; researching library references for resource materials; processing questionnaires.

Clerk-typist and receptionist. The volume of written material produced and distributed by the Project office averaged 4000 sheets

per week. Precision and organizing skills were essential to the task.

Comments regarding staffing:

Alternative staffing patterns

The size of a school district and the scope of evaluation study clearly affect the staffing pattern selected for an Accountability Project. The size of the school district determines the number or organizations and media outlets contacted to gain study committee members, for example. The scope of an evaluation study may range from consideration of a specific curricular program to consideration of district-wide organizational procedures or may include research procedures ranging from simple observations to elaborate surveys. On the basis of these factors, the Minneapolis model for Project staffing could be adjusted to the needs and resources of other school districts.

SELECTION OF EVALUATION TOPICS

The two evaluation topics selected for the first year (Pupil Progress Reporting and Teacher Utilization Procedures) originated with Advisory Board members. Because committee members suggested new topics during the first year of operation, and because other citizens were clearly interested in proposing topics, a proposal form was developed and sent with 1972-73 committee reports to about 500 organizations and individuals. Selection criteria, established by the original board, were listed on the topic proposal form.

Criteria for Topics

The criteria were:

..The topic should be relevant to children throughout the city; not just in one school or a group of schools.

..Emphasis should be placed on regular, on-going programs, functions or activities financed mainly by the local district, -- not on programs which depend mainly on federal or state categorical funds.

..Some possibility for change resulting from the committee's recommendations should exist.

..The topic for study must currently exist. That is, the evaluation committee should focus on actual, not planned, activities.

..The topic should be one which will be of interest to a large number of citizens, not just a few special interest groups.

Review by the Advisory Board of the 50 proposals submitted resulted in the selection of Basic Skills Programs and Curriculum Development Procedures as the 1973-74 evaluation topics.

Because the amount of staff time devoted to implementation of prior committee reports increased each year, the Advisory Board decided in February, 1974 to limit the work of the Project during 1974-75 to one

new evaluation. Because 1974-75 would be the final year of funding by the Council on Quality Education, the board considered it necessary to focus the evaluation on ways in which the concept of public accountability could be continuous. "What role should the community have in planning and evaluating school programs now? What role should it have?" The 1974-75 Advisory Board expanded the topic focus to Community Participation in Minneapolis School Planning, Operation and Evaluation.

The five evaluation committee charges read as follows:

PUPIL PROGRESS REPORTING PRACTICES IN THE MINNEAPOLIS SCHOOLS

1972 - 1973

This committee is charged with evaluating purposes for and methods used by the Minneapolis Public Schools to report individual pupil achievement and progress to parents and students.

The final report of this committee shall include, as a minimum, the following segments:

1) A description of

   a) current practices of pupil achievement and progress reporting in the Minneapolis Public Schools;

   b) the purposes presently acknowledged for such practices;

   c) the relationship between grades and pupil motivation;

   d) the relationship between grade reports and standardized test results.

2) An evaluation of current practices of pupil achievement and progress reporting.

3) An evaluation of alternative approaches to the present system.

4) Recommendations, including ideas on how to implement these recommendations.

HOW WELL DOES THE SYSTEM USE ITS TEACHERS' SKILLS?

1972-73

This committee is charged with evaluating the Minneapolis school administration's procedures for using the skills of its teaching staff.

The final report of the committee shall include, as a minimum, the following segments:

1) A description and evaluation of:

   a) current practices for determining teacher strengths and weaknesses;

   b) current practices for making effective use of teacher strengths, and for improving teaching skills.

2) Recommendations, including ideas on how to implement these recommendations.

BASIC SKILLS IN THE MINNEAPOLIS PUBLIC SCHOOLS

1973 - 1974

This committee is charged with evaluating those programs designed to teach all students in the Minneapolis Public Schools the basic skills of reading, writing and simple arithmetic. The final report of this committee shall include, as a minimum, the following segments:

1) A description of

   a) the developmental programs now used to teach functional competence in reading, writing and simple arithmetic. Primary focus will be on the early elementary reading program.
   b) the achievement standards now used to define basic skill competence, and the criteria and tools used by teacher and student to gauge achievement.

2) An evaluation of the current basic skills curriculum, with particular emphasis on the accommodation of K-3 reading programs to the widely varying competence of entering 5 and 6 year olds.

3) Recommendations for improving the learning of basic skills, including ideas on how to implement these recommendations.

CURRICULUM DEVELOPMENT PROCEDURES IN THE MINNEAPOLIS SCHOOLS

1973 - 1974

This committee is charged with evaluating the procedures used to determine the Minneapolis school curriculum, and used to assure that the curriculum reflects the goals of the public school system.

The final report of the committee shall include:

1) A description of current procedures, addressing the following questions:

   a) What are the existing laws, regulations and goal* statements on the federal, state and local level determining curriculum?

   b) Of what does the school curriculum consist? What programs or courses are required and which programs or courses are optional?

   c) What procedure is used to determine the curriculum?...to determine additions to it or cuts to make in offerings?...at the system level? ...at the school level? How are distinctions between curricular and extra-curricular offerings created?

   d) What are the stated goals of the system? How are they determined? What mechanisms are presently being used to assure that the curriculum is geared to stated goals?

   e) What procedures are used to inform the community of curriculum content? How does the community affect curriculum content?

2) An evaluation of current procedures, focusing on the following:

   a) Does the curriculum reflect the goals of the school system? What mechanisms are available to assure that the curriculum is geared to changing goals?

   b) Are the procedures used to determine curriculum adequate? Do they allow for individual student needs and abilities? ...for the needs of all segments of the community?

   c) Are the procedures used to inform the community of curriculum content adequate?

3) Recommendations, including ideas on how to implement these recommendations.

* goal = level of learning achievement expected from the educational process

COMMUNITY PARTICIPATION IN THE MINNEAPOLIS PUBLIC SCHOOLS

1974 - 1975

This committee is charged with evaluating community participation in Minneapolis Public School planning, operation and evaluation. The final report shall include the following segments:

1) A description of present policies and procedures related to community participation in Minneapolis Public School planning, operation and evaluation.

2) A survey of the groups attempting to influence Minneapolis Public School education, answering the following questions:

..What is each group's purpose?

..What people does it serve?

..Who belongs to the group?

..What is its organizational structure?

..How is it financed?

..How long has it been in existence?

..With whom does the group communicate?

..How does it communicate?

..What are the main educational issues each group has addressed during the past two years, and what were the results of group action with regard to those issues?

..What is each group's perception of its effectiveness in fulfilling its purposes, as they relate to educational issues?

3) An evaluation of the extent and impact of community participation in Minneapolis Public School planning, operation and evaluation.

4) Recommendations for Minneapolis Public School policies and procedures regarding community participation in school planning, operation and evaluation.

Comments regarding topic:

Scope of Topic

Those committee charges which were most specific tended to be easier for the committees to work with. On the other hand, no charge provided for a narrow and intensive focus on a specific program. Topics which appeal to a large sector of the community and which deal with programs affecting all students tend naturally to be broad in scope. Broad scope means, however, that even a well-disciplined group will find it difficult to become sufficiently knowledgeable to make informed decisions.

Each committee came to the conclusion that program procedures are more important than specific programs, and that recommendations should focus on procedural change. The conclusion was based on member feeling that program content should be determined by professionals, and that procedural change would bring greater impact and longer-lasting results than program change. For example, the Curriculum Development Procedures committee spent time discussing the content of student learning goals, but decided to make recommendations with regard to the goal-setting procedure rather than with regard to goal content.

SELECTION OF COMMITTEE CHAIRPERSONS

Qualifications

The personality of the committee chairperson is a major factor determining the degree of a committee's success. He or she must be strong enough to lead, thoughtful about recognition given to each member, unbiased in group leadership and capable of giving direction to the staff. The amount of time required for volunteer duty as a committee chairperson is great, particularly if follow-up activity on implementation of recommendations is pursued.

During the first two years of Project operation, members of the Advisory Board who had nominated the agreed upon study topics were named as chairpersons. This procedure, while insuring the continuing interest of the chair, also presented the possible problem of having committee chairpersons with strong, perhaps biased feelings about the topics. Board policy called for the committee chair to be a member of the board, for liaison purposes, but did not state that the chair had to be a member prior to his or her selection as committee leader.

Although the 1973-74 Advisory Board settled on the 1974-75 Community Participation topic during the spring of 1974, none of the 10 members to remain on the 1974-75 board wished to chair the committee. Therefore, when candidates for the 1974-75 board were proposed, an important consideration was each candidate's eligibility as committee chairperson. Two of the candidates were asked about their interest in committee leadership; they were elected both as board members and as chair and assistant chair of the evaluation committee.

Duties

As described at an Advisory Board meeting in May, 1973, the chairperson has two primary duties: 1) to see that the committee focuses on the task in front of it; and 2) to make certain that everyone is heard from and to respect every committee member's opinion. "After those two

tasks are taken care of, the chair's opinions can be taken care of." Other than this, there has been no specific definition of the chairperson's role, allowing individual styles to develop.

Comments regarding Assistance for Committee Chairperson:

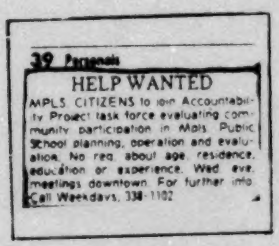
Assistance for Chairperson

Access to the services of a group facilitator or group processor may be valuable when tension develops between the chairperson and members of a committee. During the first year of operation of the Minneapolis Accountability Project, members of one committee brought their concerns about a chairperson's bias to the Advisory Board. Because the initial budget included a line item for "consultant fees," the staff was able to hire a group facilitator to work with the chairperson on procedural change. The expenditure proved to be worthwhile when useless conflict was avoided and the committee came to consensus agreement on recommendations.

PUBLICIZING FOR MEMBERS

Recruitment

Press releases asking for study committee participants were sent to all Minneapolis daily and weekly newspapers, to the Minneapolis SCHOOL BULLETIN and to Area school newspapers as soon as a committee charge was approved. "Help Wanted" ads were placed in the "Personals" column and on the TV page of the major dailies, and in ethnic weeklies. Letters asking for help in soliciting volunteers were sent to all PTSA's, building principals, past committee members and school board members. A public presentation was made by each committee chair to the Board of Education and to Area councils. Teachers unions were asked to send members. The single most effective recruitment channel proved to be the "Personals" column in weekend newspapers.


39 Personals

HELP WANTED

MPLS. CITIZENS to join Accountability Project task force evaluating community participation in Mpls. Public School planning, operation and evaluation. No req. about age, residence, education or experience. Wed. eve. meetings downtown. For further info. Call Weekdays, 338-1102

HELP WANTED

MINNEAPOLIS CITIZENS

To join ACCOUNTABILITY PROJECT task force evaluating community participation in Mpls. Public School planning, operation and evaluation. No req. about age, residence, education or experience. Wed. eve. meetings downtown. For further info please call weekdays, 338-1102. S & R-14 & 15

The longer the period between selection of topic and the first committee meeting, the more publicity releases and personal contacts can be made to gain membership. As the Project has become more visible and better known, -- as it has gained a constituency, -- the simpler the task of publicizing for members has become.

Citizens' Group to Evaluate Elementary Reading Programs

Many people believe that kindergartners today are smarter than ever before, thanks to Sesame Street and other educational TV programs and toys for preschoolers. And they assume that elementary teachers have updated their lessons to keep pace. Have teachers really changed what they teach? And if so, what has happened to kids who didn't watch the TV programs. You can help answer this question by joining a citizens' study committee that is part of the 1973-74 state funded Accountability Project. The committee will evaluate early elementary reading programs in the Minneapolis Schools to see how well they help children with varying preschool experiences learn to read. Teachers, students and parents are welcome to join the committee, which will hold weekly evening study sessions beginning in late November. Ms. Marty Anderson, a homemaker active in NE community affairs, is chairing the committee.

Second Committee Will Study Curriculum

Another committee will evaluate the Minneapolis Schools' curriculum. The committee will study questions such as: What courses are offered in the Minneapolis Schools? How and why are courses changed, added, or dropped? How can the community influence curriculum content. The committee chairman is James W. Small, a Univac employee and NAACP Board member.

Both topics were selected by a 14-member project advisory committee headed by Richard Curtin, a Minneapolis attorney. Persons interested in joining either committee should call Accountability Project Director Jan Hively, 338-1102.

...is obvious to...
...uch as outdoor hockey practi...
the university, result in no increased...

Society should place education and the ... mental health of its youth at the top of the pr... not at the bottom, as the state of Minnesota ... doing. As a physician and a citizen and parent, I ca... the reversal of this ill-advised and poorly thought ... directive. — **John Middlebrook, M.D., Minneapolis.**

Interest in quality education

Quality education — what is it? How many times have you been in on a discussion about the schools in which it finally boils down to the fact that people don't really know what is going on in public education? Even more, they don't really care. Criticize — oh, yes. But do anything about it? Who, me? I wouldn't have a chance.

Well, you do. The state Legislature has funded a Council on Quality Education, which has set up Accountability Project. This year basic skills and procedures for determining the Minneapolis public schools' curriculum are being studied. At the end of these studies, recommendations will be made to the school board. From a report made last year on pupil progress reporting, six recommendations out of 18 have been implemented already. That's a good start for a brand-new process.

Let's have some input from interested taxpayers and parents. At the first meeting on basic skills (Nov. 29), two-thirds of those attending were people already involved in the educational system. Just "plain" parents and men were in a minority. From a city the size of Minneapolis, shouldn't there be more than two dozen people interested in the end products of the millions of dollars spent on education? — **Joyce Hayes, Minneapolis.**

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Exhibit 2. SAMPLES OF RECRUITMENT ARTICLES. Top left, an article from the Minneapolis SCHOOL BULLETIN; Bottom right, a letter to the editor in the Minneapolis TRIBUNE.

TIME AND PLACE FOR MEETINGS

Weekly Meetings Downtown

All meetings were held weekly in a downtown location for approximately 2½ hours per session, usually between 7:30 PM and 10:00 PM. Businessmen or women who work downtown tend to prefer 7:00 as a starting time, but for homemakers 7:30 was preferable.

Meeting locations during the first year of operation varied among four downtown facilities: the Public Library, the Northwestern National Life Insurance Company auditorium, the Northern States Power Company auditorium and the YMCA. The YMCA charged $15.00 per session, but the other facilities were free.

During the second and third year of operation, most meetings were held in the Executive Dining Room on the 10th floor of the Farmers and Mechanics Savings Bank. Use of this space given by the bank offered committee members certainty about the location of each meeting and convenience to the Project office. On the other hand, the Basic Skills committee scheduled several meetings in classrooms or laboratories where learning materials could be viewed, and the Community Participation committee held several meetings in the Areas to hear from neighborhood groups.

The evening selected as each committee's regular meeting night was determined according to the chairperson's schedule. Scheduling extra or emergency meetings on other than the regular evening always meant loss of at least 1/4 of the regular members.

The downtown location allowed use of public transportation, but was poor for parking and for walking at night. Parking problems were partially alleviated when the First Minneapolis Bank offered its executives' contract space for 25¢ per evening per person.

A policy of starting on time was stated but never precisely kept. Frequently discussion continued beyond the stated closing time. As stated by one committee member, "Weekly meetings of such extreme length were hard to attend due to full employment."

COMMITTEE MEMBERSHIP

Representativeness and Size of Committees

Advisory Board policy decided in December, 1972 stated that study committees should consist of individual volunteers rather than organizational delegates, representing a broad and balanced range of residential location, range of opinion as it applied to the problem, economic level, age, sex and ethnic background. Persons not professionally connected with education should form the majority of the committees but teachers, administrators, students and non-parents should be represented. The board also requested that each committee report its size and representativeness after the first few meetings so that efforts to improve balance could be made by seeking additional members, if necessary.

Each of the five Accountability Project committees had a unique character, perhaps dependent on the subject matter of the evaluation. The Pupil Progress Reporting Committee was made up of parents but also included a number of high school students; the Teacher Utilization Committee was tripartite, made up of teachers, parents and administrators; the Basic Skills Committee was small, made up primarily of white female parents; the Curriculum Development Committee was comparatively large, with a good ethnic and age balance; the Community Participation Committee was the largest group but lacked representative minority group membership. None of the latter four committees had regular student attendance. The character of each committee is further described in Table 1, page 23.

Attendance

With each committee, attendance increased at each of the first several meetings. A maximum was normally reached at the 4th or 5th meeting. The membership remained flexible, however, until resource sessions ended. Once discussion sessions began, the membership first dwindled, then remained constant until the committee recommendations were developed. Each voting member had then committed enough time to the Project to want to see the task completed.

Eligibility for voting on final recommendations was determined by each committee. In four of the five committees, eligibility was based on attendance at a minimum of two resource sessions before discussion sessions began; the Community Participation Committee set its minimum at four resource sessions. The purpose of the requirement was to avoid having a bloc of people with a specific "ax to grind" coming in to control final decisions. Another consideration for some members was that "we have put so much time into study that we don't want to have uninformed people coming in to make the decisions."

Comments on Committee Membership:

Size of Committee

Although resource sessions are more interesting and lively when a large number of people are present, group decision-making becomes difficult with a large committee. The decision-makers of the Community Participation Committee numbered 45 and the pressure of numbers contributing to the process was sensed by each participant. Breaking the committee into small groups does not, however, provide a useful solution because the whole group needs to participate in the thinking-through process to achieve consensus.

Expertise

Another problem for which there appears to be no clear solution concerns the great variation in background knowledge among members, -- some of whom are teachers or administrators, some of whom have been participating in evaluation committee studies for two or three years, and some of whom have had no previous knowledge of the school system. Early resource sessions did include orientation to the structure of the system and resource materials included basic facts about the schools, but it was difficult for new participants to counter or catch up on expertise.

Comments from two committee evaluation questionnaires describe the dilemma of securing representativeness on a long-term evaluation

Name of Committee	Dates Operating	No. of Meetings	Chairperson	No. of Mailing List for Minutes	No. of Voting Members	No. of those Who Attended Final Discussion Sessions
The Use of Teachers' Skills in the Minneapolis Schools	1/25/73 - 6/14/73	21	Joe Howard	129	58	21
Pupil Progress Reporting in the Minneapolis Schools	1/16/73 - 6/5/73	20	Nate Miller	128	43	26
Basic Skills in the Minneapolis Schools	11/29/73 - 6/6/74	26	Marty Anderson	177	32	15
Curriculum Development Procedures in the Minneapolis Schools	11/19/73 - 6/10/74	27	James Small	162	40	22
Community Participation in the Minneapolis Schools	10/23/74 - 5/7/75	26	Dot Lilja	170	46	25

Table 1. NUMBER OF MEMBERS AND OF MEETINGS FOR EACH OF FIVE EVALUATION COMMITTEES

Representative Membership

committee: "It would be good if a more divergent group served on the committee, -- more poor, more minority, more conservatives. So it would be a better sounding board, BUT this is not the committee's fault. It may be the 'impossible' hope." "Involve fewer people with just clout and more of the passive, oppressed, frightened people. Don't ask me how to recruit these people. It may be an impossible task."

COMMITTEE PROCEDURE

As stated by the Advisory Board in May 1973, each committee had the authority to determine its meeting procedure, using majority vote as a tool. No official vote was to be taken, however, on the content of the report until the entire report was drafted. Following the final vote, minority reports would be accepted and published with the majority report.

Informal Consensus Process

Although the decision-making process was described as an informal consensus process in each committee, formal requests for motions and voting increased in frequency with the size of the group and with the occurence of conflict. A request for ongoing use of parliamentary procedure was made in the Community Participation Committee but was turned down. Discussion prior to the vote on procedure stressed the fact that "experts" in parliamentary procedure can use it as a tool to achieve dominance in the group. Lack of formal procedure offered flexibility but also tended to increase the power of the chair.

In the majority of committees, separate votes were taken in the final discussion sessions to accept the Background Summary included in the report, the Introductory Statement preceding recommendations, and each recommendation. All of this material was then sent to the Advisory Board and committee members were asked to submit minority reports on any recommendations on which they had substantial disagreement. The Advisory Board would then discuss the report and make recommendations for change to the committees. The committee, at its final meeting, would deal with the board proposals and take a final vote on the entire report. In the two committees in which minority reports were submitted, the majority group changed the wording of a recommendation at its final meeting to accommodate the minority concern.

Each of the committees broke into small groups to discuss member concerns during their first discussion sessions prior to developing recommendations. All discussion of recommendations and voting occurred in full committee, however. Some members clearly felt more productive in the small group sessions, but each committee decided that it was difficult to share the results of small group discussion and that member responsibility demanded access to all considerations being discussed.

One technique to promote continuing committee discussion of its process was developed by the Curriculum Development Procedures Committee and utilized by the Community Participation Committee.

The first half-hour of every session was set aside for committee discussion of member concerns. This allocation of time also allowed leeway for speakers and committee members who arrived late to be able to begin the resource presentation on schedule.

Comments on Committee Procedure:

Statement of Procedures

Although a portion of the first session for each committee was set aside to describe the committee's function and process, it now seems clear that a written statement should have been provided new members, prepared by the staff with the committee chair. As requested in one committee member's final evaluation form: "Immediately provide new committee members with 1) a one-page explanation of the Project's origins, financing, purpose, Advisory Board functions and relationship to the MPS and committee chairperson; 2) a one-page outline of the usual committee organization and procedures, the time alloted to various phases of committee operation, the techniques and terminology and steps used in developing the actual report, the services in support of the committee performed by the staff, etc." Such a summary will be prepared for future use by the Project.

SELECTION OF COMMITTEE RESOURCES

Committee resources were sequenced to follow a study outline which: a) described current practices and programs of the Minneapolis schools relevant to the committee charge; b) considered general problems and issues covered by the charge; and c) described alternatives employed in other systems or suggested by outside resources.

Speakers

Following consultation with the chairperson, the staff arranged speaker presentations for the first few weeks of meetings. The committee then discussed its direction and suggested future topics. The staff and chair next compiled a list of future speakers which was reviewed by the committee. The total number of resource sessions ranged from 12 to 15.

Speakers did not receive compensation. From one to six speakers spoke at any one session. Agendas, sent out the week before the meeting to members and speakers, listed the specific questions to be answered by each speaker. Discussion periods were scheduled to follow each presentation and speakers were told when their scheduled time was up. Minutes and thank-you notes were mailed within a few days of each meeting requesting that corrections be called into the office.

Written Resource Materials

A packet of written resource materials was prepared by the staff for each member at each meeting. Resource materials contained in the packet were listed in the minutes so that those not present could call the office and ask for a mailing, or could pick up the packet at the next meeting. Written resource materials were gathered from three sources: a) they were sent in by speakers or suggested by speakers as appropriate background materials for a presentation; b) they were reprinted sections or chapters from general reference

materials selected by the staff; or, c) they were brought in by members for distribution to the committee. A few members wrote presentations; one member, for example, surveyed and compared goal statements extant in the district.

Surveys

In addition to hearing speakers and reading written resource materials, two committees conducted surveys. The Teacher Utilization Committee surveyed teachers and principals; the Community Participation Committee surveyed 420 community membership groups for information about organizational structure and perception of effectiveness in influencing school decisions. The Basic Skills Committee visited primary classrooms to observe math and reading instruction, and to ask questions about resources available in basic skills programs.

Comments regarding Resource Materials:

Volume of Material

"Fewer materials should be presented to the committee, and fewer speakers! Much of the material was superfluous, unnecessary or trivial." This issue concerning the quantity and quality of written resource material was raised during the second year of the Project. Fewer materials were distributed during the third year, but the quantity was still difficult for individual members to digest. On the one hand, there is the need to fill in the background knowledge of the schools for new members and the need to avoid the staff bias implied by over-selection of materials; on the other hand, there is the danger of overwhelming members with heavy reading packets.

COMMUNICATIONS

Disagreement among members of the Community Participation Committee about whether anyone could tape Project meetings precipitated development of a Board-approved Communications Policy in November, 1974. The policy, which is reprinted as Item A in the Appendix, attempted to balance the need for openness with the need to protect the committee's capabilities of effectively pursuing information relevant to its charge.

Minutes and Agendas

The staff drafted minutes of each meeting and an agenda for the following meeting. The chairperson reviewed and corrected the agenda. Minutes and agenda were mailed out at least three days before the next meeting. If corrections were called in by a speaker, they were printed in the following set of minutes. The fact that minutes were sent out prior to the next meeting was essential to keep absentees up to date.

The number of people receiving minutes tended to be triple that of members attending meetings. Members of the school board, central administrators and whoever called in to ask for minutes were sent the weekly packet.

PLEASE NOTE: *This is a working document. Its contents may not be used without authorization.*

October 24, 1974

MINNEAPOLIS ACCOUNTABILITY PROJECT
912 National Building, Mpls. 55402, Tel. 338-1102

First meeting of the Study Committee concerned with Community Participation in the MPS
Wednesday, October 23, 1974, 10th floor, Farmers and Mechanics Savings Bank

Dot Lilja, Chairperson — Jan Hively, Project Coordinator

THOSE PRESENT — Bill Allard, Elaine Brandtner, Carola Bratt, Arlene Brekke, Jim Cramer, Keith Diamond, Dorothea Donohue, Judy Farmer, Dick Faunce, Elaine Fenney, Pat Halliday, June Hanson, Richard Hass, Gerry Hoag, Iris Kangas, James Kent, Dot Lilja, Betty McCabe, Joyce Madsen, Patricia Mann, Roger Mann, Willa Martin, Ellen Meier, Barbara Mesenbourg, David Mesenbourg, Winnie Miller, Norm Moen, Maxine Nathanson, Mercedes Nelson, Batty Neumann, Darrel Nicholson, Henry Nowicki, Pat Patterson, Greg Perun, Doug Rider, John Robison, Eileen Roedl, Steven Rood, Denny Schapiro, Gerry Sell, Emilia Somberg, Gary Soule, Jane Starr, Timi Stevens, Audrey Van Deren, Jean Veenstra, Madge Zietlow; Jan Hively, Tracey Walen, staff.

RESOURCE PACKET
1) OUTLINE FOR COMMITTEE STUDY, Community Participation Study, Oct. 23, 1974.
2) POLICIES, BYLAWS AND REGULATIONS, MPS. All policies and regulation sheets from the Minneapolis Schools having to do with Community Relations and Participation in school decision-making.
3) STUDENT RIGHTS AND RESPONSIBILITIES, MPS, 1971.
4) LOCATION MAP 1974-75, MPS.
5) ANNUAL REPORT, 1973-74, MPS.
6) COMMITTEE CHARGE, Community Participation in the MPS, 1974-75, Accountability Project.
7) WHOSE SCHOOLS? Flyer for conference of improving citizen participation in our schools, November 8-9, sponsored by Education Exploration Center, Mpls.
8) Department of Community Educational Services, MPS: ORGANIZATIONAL CHART, 1974-75; CLASSES AND SERVICES BY CATEGORIES, 1973-74.

Those who had not previously received a copy of the Accountability Project's 1973-74 report on CURRICULUM DEVELOPMENT PROCEDURES IN THE MPS, did so..to review the background section which is also applicable to the work of the 1974-75 committee.

SPEAKERS — Larry Harris, Special Asst. to the Supt. for Urban Affairs, MPS
Paul Boranian, Director, Community Educational Services, MPS

OPENING REMARKS — Introduction of chairperson, staff and committee members.
Background of the Project, described by Dick Faunce, Director of Research and Evaluation, MPS. The Project is funded by the Minnesota Council on Quality Education, an organization set up in the 1971 session of the legislature to sponsor demonstration projects of educational benefit throughout the state. The proposal was initiated in the Research and Evaluation Dept. of the schools, to allow members of the community to study what they feel to be important...amongst locally funded, city-wide, ongoing programs. The budget of $28,000 supports a two member staff and office space independent of the schools. An advisory board consisting of community representatives selected Community Participation as the topic for study in this final year for outside funding.

Exhibit 3. SAMPLE OF MINUTES FROM STUDY COMMITTEE MEETING

SUMMARY OF FINDINGS

Background Summary

After approximately four months of resource presentations, committee members received a summary of material presented, organized according to the committee charge. The summary was compiled by the staff. At this point, speakers were no longer scheduled and full-time committee discussion began.

Each committee reviewed the summary line by line, making corrections, removing what could be called opinion rather than fact, and pointing out gaps. Simultaneously, members stated their concerns about the material being analyzed. Large sheets of paper were posted on which concerns were written as they were stated so that all of the members present could see each of the listed concerns. No discussion was allowed at this time about the substance of concerns, -- only about the clarity of the statements. Approximately 100 concerns were raised by each committee.

The summary was useful for two reasons: 1) it provided a common background of information shared by committee members from which member concerns could be drawn; and, 2) it provided background information for the public, to be included in the final committee report. All people quoted in the summary were sent copies to check the accuracy of reporting.

CONCERNS AND RECOMMENDATIONS

Development of Recommendations

Members were sent copies of the list of concerns, grouped by subject, along with forms on which each member was to detail at least 3 or 4 personal concerns and suggested recommendations. Committee statements were then compiled, verbatim, and distributed to form the basis for group discussion. Recommendations within one subject area were discussed together.

At this point, meetings would become long and frequently tense. The urgency imposed by deadlines created the necessity for timing and cutting off debate on specific recommendations. Committee members moved adoption of a statement as written or suggested alternative wordings upon which a vote was then taken.

After a cohesive pattern of recommendations had been accepted by committee members, comparison was made to the committee charge and to the original list of concerns to see what had been left out and must be covered. At the point when a final list of recommendations was approved, the list went to the Advisory Board.

THE FINAL REPORT

The committee's recommendations and the introductory statement written by the group was then reviewed by the Advisory Board. Clarity and

Final Approval

direct reference to the committee charge were the primary criteria dealt with by the Board. Suggestions for change were then brought back to the committee at its final meeting, at which Advisory Board members were asked to present. Compromises were made and a final vote taken by the committee on the total package. In one case, with the Community Participation Committee, the committee changed the wording of one recommendation in a way which the board felt unsuitable to the committee charge. In that case, the board held an emergency meeting, changed the wording and sent it out with an explanation to the committee members, asking for negative reaction by a set deadline. No negative reactions were heard.

School Board Presentation

The final report was typed, printed, compiled and bound, a process which took approximately two weeks. At the next meeting of the Board of Education, the committee chairperson presented the report to the public and to the board. He or she reviewed the recommendations and asked for a detailed response to each recommendation. Committee members were asked to be present at the School Board meeting and were introduced.

DISSEMINATION OF THE REPORT

Media Releases

Press releases sent out the day prior to the Board presentations elicited articles in the city dailies on the presentation dates. Bound reports were sent to all news media, to all committee and advisory board members, to all who had signed up at the Board presentation, to those who called in response to news articles, to all speakers, to all those who might be involved in implementation of recommendations. Three copies were sent to each school building: one for the principal, one for the library and one for the faculty lounge. In the case of the Community Participation document, additional copies were sent to all who had filled out community survey questionnaires. Copies were also distributed to the funding agency and to those outside the district who had expressed interest in the Project.

Distribution of Reports

To each person who might foster implementation of a recommendation, a letter was sent asking for a response and for a meeting at which committee members might present or discuss their recommendations. Committee members volunteered at their final meeting for involvement in follow-up activity geared to implementation of the report.

IMPLEMENTATION

The Project staff spent about one-third of its time during the second year on implementation of first-year recommendations. Implementation took one-half of the staff time during the third year of operation. Time spent on implementation included attention to the following tasks:

..Dissemination of reports

..Public presentations concerning the Project or its committees

Vol. 81, No. 37 Special School District No. 1, Minneapolis, Minn. May 30, 1975

the bulletin

MINNEAPOLIS PUBLIC SCHOOLS

Accountability Project Reports Findings To Board Of Education

"Members of the community must be involved at each level of school organization in the planning, operation and evaluation of school programs." This statement ovides the focus for 10 specific recomndations presented to the Board of Edun on May 27 by the Accountability s Committee on Community Par- n in the Minneapolis Schools ve committee members demonur belief that community partici- aluable for the public school tending weekly meetings over h period. They heard and speakers, studied written s and surveyed 420 com- groups to assess per- in school involve-

Committee was participation inistrators, mmittee ilding ups

THE MINNEAPOLIS STAR, p. 1A, May 27, 1975

Involvement is urged in report to schools

By MAX NICHOLS
Minneapolis Star Staff Writer

Parent, student and teacher involvement in curriculum, budget-making and personnel decisions is recommended in a report today to the Minneapolis School Board.

The recommendations were made by the Minneapolis Accountability Project, which evaluates activities of the school district. Today's report is on the last of five evaluations over three years by the project under funding by the Minnesota Council on Quality Education.

Each school in the city should have a council that would include the principal, representatives of teachers and non-professional aides, parents, students and other persons from the community, the report said.

Each council would maintain lines of communication between the school and the surrounding community, the report said. The councils would try to improve awareness of the schools, promote an exchange of opinions and explore issues involving the school and community.

THE COMMUNITY should be involved in each level of school organization, the report said.

A student advisory board also should be established for the district, with two members from each junior high and senior high school.

SCHOOLS
Turn to Page 4A

SEA
Minneapolis Public Schools

Accountibility report urges that

More groups in SEA than in other areas of the city see themselves as being effectively

ate COMMUNITY PARTICIPATION IN MINNEAPOLIS SCHOOL PLANNING, OPERATION AND EVALUATION. and

Minneapolis Tribune
Established 1867
Charles W. Bailey Editor
Wallace Allen Managing Editor
Leonard Inskip Editorial Editor
6A
Thursday, May 29, 1975

Community participation in the schools

A wide variety of individuals and groups in Minneapolis have an interest in the city's public schools — but most also feel somewhat frustrated in their efforts to influence school policies and programs. That was a major finding in the latest study by the Minneapolis Accountability Project, "Community Participation in the Minneapolis Schools," which

up a clear process for making sure that happens.

The study also recommended a greater voice for students through a student advisory board, which would choose two of its members to sit in on school-board

Exhibit 4. SAMPLES OF NEWS CLIPPINGS FOLLOWING PUBLICATION OF REPORT ON COMMUNITY PARTICIPATION IN THE SCHOOLS.

Implementation Tasks

..Response to agencies or individuals asking for support based on committee recommendations

..Dissemination of reports from administrative review committees to former committee members

..Organizing meetings of former committee members to review and to respond to administrative reports

..Distribution of pertinent articles, etc. concerned with the issues dealt with by prior committees.

Committee Follow-up

The continuing interest of the committee chairperson and of a few committee members in the implementation process is essential to follow-up. Members of the Pupil Progress Reporting Committee and of the Basic Skills Committee have been most active in follow-up work. In the case of Progress Reporting, members made 38 local presentations, primarily in the school buildings where most decisions about reporting are made. A slide-tape presentation describing the work of the committee was prepared and used to lend authority to the committee member's presentation. The Basic Skills Committee has also presented recommendations to faculties and advisory councils. In addition, Basic Skills members have had several meetings with administrators and consultants and will send representatives to the presently all-professional Language Arts Steering Committee beginning in the fall of 1975.

During the 1974-75 year of operation, a new slide-tape presentation was prepared. The 19-minute slide show describes the Project's process and highlights the work of the four committees operating in 1972-73 and 1973-74.

Administration Review Committees

Administration review committees have been established to respond to each committee report. In the case of the Teacher Utilization Committee, a group of principals met every Monday afternoon for several months to consider the recommendations one by one. In the case of the Curriculum Development Procedures and Basic Skills Committees, initial reports from a review committee were sent to all principals for comments before a final response to the Accountability Project committee was prepared. Although one might criticize the breadth of membership on the review committees (for example, no teachers were on the Teacher Utilization review committee), one could not criticize the degree of effort made by the review committee members.

Once the administration's official response was received, all former evaluation committee members were sent the response, then brought together to discuss their reactions. Those reactions were then returned to the administration and correspondence on the topic continued.

Table 2 on pages 32-38 offers the reader some idea of the Project's record on implementation of recommendations. No report is yet available on the 10 recommendations submitted in June 1975. The Table lists the 69 recommendations made in 1973 and 1974; 52 of these have been

Table 2. RECORD OF IMPLEMENTATION

REPORT & RECOMMENDATION NO.	RESPONSE OF ADMIN REVIEW COMMITTEE			OTHER COMMENTS
	Positive	Uncertain	Negative	
PUPIL PROGRESS REPORTING, June 1973				
1. Course Objectives	X			Turned over to City-Wide Teacher Advisory Committee for study and implementation. "We intend to strive toward the direction recommended!"
2. Individual teacher variation; no greater value for any subject; no grade level norms reported	X			Staff development for 1975 in this area.
		X		Will consider eliminating grade level norms on elementary report forms.
3. Objectives for high & low achievers	X			"Every encouragement will be given."
4. Alternatives on both elementary and secondary level	X			Elementary alternatives city-wide by 1976. Secondary alternatives, in principal, approved by Board of Education, October 1974.
5. Redefine limits on credit/no credit option		X		Will leave choice to individual building. Feel existing system allows enough choice..few complaints heard from students.
6. Adjust time limits on credit/no credit option		X		Should be determined at local building level.. local option is available.
7. No grade credit for extra credit work	X			Full agreement, with guidelines accordingly.
8. Abolish citizenship grades in 1,2,3 form used on secondary report cards		X		Turned over to city-wide Teacher Advisory Committee for study. "But many staff members feel strongly that citizenship grade is important motivational device."
9. Abolish standardized group ability tests	X			Abolished Lorge-Thorndike Intelligence Test city-wide as of '73-'74. No other similar tests in use.

Table 2. RECORD OF IMPLEMENTATION

REPORT & RECOMMENDATION NO.	RESPONSE OF ADMIN REVIEW COMMITTEE			OTHER COMMENTS
	Positive	Uncertain	Negative	
Pupil Progress Reporting, cont.				
10. Reduce differences between elementary and jr high grading systems		X		Turned over to Teacher Advisory Committee. "But secondary parents want A,B,C." Will experiment in new intermediate schools and with changes in upper elementary grades.
11. Reporting to Students	X			"Considered to be extremely significant." City-wide Advisory Committee will be asked to do detailed study and report recommendations on this.
12. 2 Parent-Student-Teacher Conferences a year.	X		X	OK at elementary level. Too difficult to implement regular conferences at secondary level.
13. Educating Parents	X			Area generalists, curriculum consultants and City-wide Advisory Committee will be asked to develop a plan to implement this recommendation.
14. Changes in Written Report Forms. Mailing of Forms	X			Changes made in next printing of forms. Reports will be mailed when funds available.
15. Access to student files	X			Fully implemented by system..in accordance to new state guidelines and federal law.
16. Removal of subjective material from permanent file	X			No subjective material recorded.
17. Long absences should be coded for cause on permanent record		X		Difficult to code all absence causes. Absences of extended nature tend to be kept on pupil's health record.
18. Preparation of student folder for job and education interviews, in 11th and 12th grade	X			Consultants agree wholeheartedly and will work toward implementation. Principals and department chairpersons will be asked to review this recommendation.

Table 2. RECORD OF IMPLEMENTATION

REPORT & RECOMMENDATION NO.	RESPONSE OF ADMIN REVIEW COMMITTEE			OTHER COMMENTS
	Positive	Uncertain	Negative	
TEACHER UTILIZATION PROCEDURES, 1972-73				
1. Self-appraisal program	X			Tried to implement pilot in Southeast 1973-74 but didn't get sufficient number of teacher volunteers. Other than videotape self-appraisal model will be searched out by Teacher Center.
2. a. peer-assessment program	X			Recommendation to Board that pilot project incorporating elementary, jr high and sr high be set up. No implementation as yet.., probably because of intense reorganization caused by efforts to meet desegregation plan. Recog. acceptance by teachers.
b. student evaluation	X			Testing variety of student questionnaires (for teacher use only per recommendation).
c. parent-teacher conferences in both elementary and secondary	X			Pilot schools should be encouraged to experiment with open houses and visitation procedures and greater use of teacher prep time for conferences on on secondary level. OK elementary level.
3. a. Training for principals in evaluation	X			St. John's Conference Committee concentrated program on this August, 1974. Courses added through Leadership Development Committee 1974-75.
b. Teacher-principal conferences twice a yr. for all teachers.		X		3 times yearly for probationary. Otherwise biennial evaluation which need not include conference.
c. Teacher self-evaluation form	X			Propose development of self-evaluation form by Personnel Department.
4. Teacher observation of peers	X			Have developed forms for teachers to be encouraged to use twice yearly.
5. Teacher participation in: a. Building level decisions about personnel assignment	X			Full agreement

Table 2. RECORD OF IMPLEMENTATION

REPORT & RECOMMENDATION NO.	RESPONSE OF ADMIN REVIEW COMMITTEE			OTHER COMMENTS
	Positive	Uncertain	Negative	
Teacher Utilization, contd.				
b. Building level decisions concerning use of money	X			Full agreement with each of b through d.
c. Building level staff development programs	X			
d. Area-wide staff development programs	X			Teacher Center concept implemented in Southeast, East and North Areas.
6. a. Staff Activity Analysis	X			Propose pilot in 4 elementary, 2 jr high and 2 sr high schools.
b. Problems with disruption		X		Should evaluate experimental programs and expand to other schools where value is shown. Need funds.
7. a. Community resource volunteers	X			
b. Professional growth courses to include community	X			Implement through Community School program.
c. Communications specialist	X			Use telephone answering service in each area office.
d. Designated parent volunteers for liaison			X	Unrealistic to think it will work without paid coordinator. (Was implemented however, by member of committee at 1 jr high for 1 year. Results demonstrated that review committee was accurate in its judgment.) A few schools have instituted paid liaisons, 1973-75.
BASIC SKILLS, 1973-74				Basic skills one of system's 4 goals, 1974-75 Confusion about "minimum essentials" and "functional literacy."
Preamble.				

Table 2. RECORD OF IMPLEMENTATION

REPORT & RECOMMENDATION NO.	RESPONSE OF ADMIN REVIEW COMMITTEE			OTHER COMMENTS
	Positive	Uncertain	Negative	
Basic Skills, contd.				
1. Pre-School Readiness	X			New city-wide Early Childhood Advisory Committee. New program, VIP, in Glenwood-Harrison Area. Parenting Center, North High.
2. Pre-School Screening	X			Supported concept but problem with financial resources. Have looked at assessment tools. Have special programs begun 1974-75 in a few schools. Project lobbying for state assistance for implementation.
3. Intervention Programs	X			Implementing as funds are made available.
4. Continuous sequence of skills. Minimum Essentials	X			Implementation in math. Redefinition of "functional literacy", but no city-wide "minimum essentials" in reading.
5. Individual objectives		X		OK but financial imitations "would augur against the writing of individual objectives for each child." Discussion on this topic has continued.
a. Kindergarten inventory			X	Fear of early labelling. However, the Guidance and Assessment office has been reviewing inventories, and has applied for funds to develop pilot inventory.
b. Profile of Skills folder	X			Part of Title I project. Referred to City-wide Advisory Committee for study and evaluation.
6. Concentration of first 5 years, but reading & math taught until mastery of minimum essentials	X			
7. a. Reading Director	X			Mpls joined the Right to Read program and hired Reading Director January, 1975. Committee member sat on selection committee for Director.

Table 2. RECORD OF IMPLEMENTATION

REPORT & RECOMMENDATION NO.	RESPONSE OF ADMIN REVIEW COMMITTEE			OTHER COMMENTS
	Positive	Uncertain	Negative	
Basic Skills, contd.				
b. Phonics, handwriting, spelling		X		
c. Reading for pleasure	X			
d. All reading geared to student achievement	X			In-service courses dealing with language arts development per recommendation.
8. Better preparation for teachers	X			"Pre-service preparation should be improved. Do have professional growth courses and in-service programs within the system."
a. "How to" In-service		X		
b. Lines of responsibility to be defined	X			Project has been completed 74-75.
c. Area curriculum resource centers	X			Have been established in 2 areas. Staff enthusiastic.
d. Elementary staff leaders in each building			X	Principal staff leader. Support services part of overall plan. Basic skill objectives and assessment being developed centrally.
e. Volunteer tutors	X			"Will work for fuller realization."
f. Concern about main-streaming & teacher load		X		Recognition of problem. Now subject of discussion by City-wide Advisory Committee.
9. Handbook for parents	X			
10. Evaluation of basic skills program	X			"Need for additional funding." Basic Skills has, however, been selected as the topic of the 1975 Summer In-Service Workshop for district administrators. Also, member of Basic Skills Committee will sit on city-wide Language Arts Committee.

Table 2. RECORD OF IMPLEMENTATION

REPORT & RECOMMENDATION NO.	RESPONSE OF ADMIN REVIEW COMMITTEE			OTHER COMMENTS
	Positive	Uncertain	Negative	
CURRICULUM DEVELOPMENT PROCEDURES, 1973-74				
1. City-wide goals	X			Goals adopted by Bd of Ed Sept, 1974. Generalists and consultants "will begin 74-75 to prepare written objectives consistent with goals."
Building goals consistent w/ city-wide goals	X			Expectation that all schools will follow the lead of some and devise building goals in accord with system goals.
2. Building-level, basic unit	X			
a. Curriculum leader			X	Principal is curriculum leader.
b. Curriculum Advisory Committee	X			Functions should be assigned to building advisory council. Administrative recommendation to establish such councils with community, staff and student participation.
3. Area coordination	X			
a. Curriculum generalists	X			Centers have been established in 2 areas and in SEA project area. "This provision under study." "Staff members enthusiastic about the concept."
b. Curriculum resource center	X			
c. Area Curriculum Advisory Council	X			Implementation, utilizing principals, generalists consultants and teachers. No community representation as yet. Separate parent councils, to some degree involved in prescribed functions.
4. City-wide coordination	X			City-wide curriculum coordinating committee
a. Board of Education	X			
b. Deputy superintendent	X			Funding problems to expand services according to recommendations, but agree with each emphasis.
No report on implementation of the Community Participation Report is included because its dissemination is simultaneous with the preparation of this 73-75 report.				

Implementation Record

responded to positively, 4 negatively, and 13 responses are uncertain or neutral. Several changes which have occurred in line with Project recommendations have been instigated by other forces; for example, student access to records has been called for by federal legislation. In other cases, the Project has added incentive for rapid implementation of change already in process; for example, the City-wide Testing Committee had previously considered eliminating use of the Lorge-Thorndike test. On the whole, however, the record is positive and demonstrates that the school administration has treated the work of the Project as meaningful.

Comments on Monitoring Implementation:

Monitoring Implementation

One committee member suggested on a final evaluation form that "It might be useful to divide into area or neighborhood committees to monitor implementation." For several of the recommendations dealing with individual school building structures or with decentralized Area organizations, this suggestion might be useful. In any case, continuous communication with former committee members about what's going on with implementation, particularly in their areas or communities, is essential both for the follow-up activity and to offer participants a sense of effectiveness.

Budget

During the first and third years of Project operation, an independent evaluation agency and dissemination specialist were paid directly by the Council on Quality Education for servicing all of the CQE projects. During the 2nd year of operation, the Accountability Project was responsible for payment to these two agencies and its budget was increased correspondingly, which accounts for the 1973-74 bulge seen below.

1972-73	1973-74	1974-75
$27,603	$31,479	$28,617

Of the 1973-74 budget, $2862 was spent for the evaluation and dissemination contracts, leaving $28,617, -- the same amount as the budget for 1974-75.

Only two-thirds ($18,603) of the 1972-73 budget was spent, due to late funding by the legislature; funds did not become available until September 1972. In the second and third year, virtually all budgeted funds were spent.

Major Expenses

The Project's major expenses were salaries, postage and office rental. The use of school facilities for office space could have saved money, but it was felt that a separate facility contributed much to the independence of the Project.

Some additional costs not shown in the official budget accrued to the school district. These costs included the Project Director's time, some printing costs and some clerical assistance.

Capital equipment used by the Project was purchased during the first two years of operation. The equipment included: 2 electric typewriters, an addressograph, a collator, a cassette tape recorder, a typewriter stand, 2 secretarial chairs, an electric stapler and a Phone-Mate. Desks, tables and other office furniture needed was borrowed from the Minneapolis schools.

Although costs for postage, salaries, phone, supplies and office rental went up during the three year period, expenditures were kept within the allotted budget by cutting costs for clerical overload, books and materials, consultant fees and expenditures for capital equipment during the third year of operation.

1974 - 1975 Budget	
Project Coordinator's Salary	$13,740
Assistant Coordinator's Salary	8,496
Clerical Overload	63
Transportation	100
Supplies	565
Postage	2,000
Books and Materials	57
Printing	1,028
Publicizing for Members, Implementing Survey	174
Phone	459
Office Rental	1,920
Meeting Space Rental	15
	$28,617

Table 3. SAMPLE BUDGET FOR ACCOUNTABILITY PROJECT, 1974-75

Evaluation of the Process

External Evaluation

External evaluation of all Council on Quality Education projects was contracted to an independent agency, Guardian Resource Development, Inc. The external evaluation focused on whether or not the Project met its objectives and measures of cost effectiveness. The Project received high ratings in each of the agency's reports. Although the third-year evaluation is not yet complete, a mid-year report by the evaluator rated the Accountability Project and one other as the "best CQE projects that are currently funded." Thirty-one projects were reviewed.

In the second and third year of operation, an attitude questionnaire developed by Guardian Resource was passed out to voting members of the evaluation committees during their final discussion session. Responses to the 1974-75 questionnaire have not yet been tallied. Responses to the 1973-74 attitude questionnaire were reported by Guardian Resource: "The majority of community members on the committees think positively about the project and are satisfied with its operation."[1]

Operational Guidelines

Internal evaluation by the Project staff focused first on procedures for implementing the Project. Operational guidelines were developed by the Project Director and Coordinator. These guidelines designated important activities to be accomplished, who was responsible for their accomplishment and when they were to be accomplished. The delineation of what had to be done and who had to do it was a useful tool which helped lead to the successful completion of the scheduled tasks. A sample page from the 1974-75 Guidelines is shown on page 43.

Committee Questionnaire

A second form of internal process evaluation was conducted by committee chairpersons and the staff. At approximate monthly intervals, committee members were invited to comment on the committee's progress by completing, anonymously, a one-page questionnaire to be passed in at the end of the meeting. The form was used, primarily, to guide the chair's style of leadership. Questions were asked about whether the Chairperson clearly defined meeting objectives, kept discussion relevant to objectives, responded fairly and directly to participants; about whether the Staff provided the right kind of information and responded positively to requests, suggestions, criticisms; about whether the Participant felt that he/she had a role to play in the committee's work, felt that his/her concerns were listened to, and was satisfied with his/her level of participation. The final questions asked if the member was satisfied with the meeting and if the committee had worked well together. Suggestions for change were solicited.

1. *MID-TERM REPORT FOR MINNESOTA COUNCIL ON QUALITY EDUCATION PROJECTS, 1974-75. Submitted by Guardian Resource Development, Inc., St. Paul, Minnesota. (Q-MR-3) Jan 24, 1975.*

MINNEAPOLIS ACCOUNTABILITY PROJECT — OPERATIONAL GUIDELINES, 1974-75, Page 1

Activity	Responsibility of	Date to be done	Information Needed to Assess Implementation	Decision Maker Needing Assessment Information	Date Info Needed
Office leased, August 1, 1974 to July 31, 1975	Project Director	7-01-74	Contract signed	Project Director	7-15-74
Prioritized list of potential board members determined	Advisory Board	7-15-74	List	Project Director	8-01-74
Hiring of Assistant Coordinator	Staff; Project Director	8-15-74	Approved Contract	Project Director	8-15-74
Advisory Board formed; Board chairperson selected	Project Director	9-01-74	Letters of invitation Letters of acceptance Advisory Board List	Project Director	9-01-74
Evaluation topic defined	Advisory Board	10-01-74	Committee charge	Project Director	10-01-74
Evaluation committee chairperson named	Advisory Board	10-01-74	Name of chairperson	Project Director	10-01-74
Evaluation committee membership solicited	Staff and Committee Chairperson	10-15-74	School Board presentation; public announcements	Project Director	10-15-74
Committee meeting space reserved	Staff	10-15-74	Location announced	Project Director	10-15-74
Committee formed; study meetings begin	Staff and Committee Chairperson	11-01-74	Names of persons attending; minutes	Project Director Advisory Board	11-01-74
Written reaction to 1973-74 Curriculum Development Procedures report received	Minneapolis School Board	11-01-74	Copy of report	Curriculum Committee Chairperson	11-01-74
Written reaction to 1973-74 Basic Skills report	Minneapolis School Board	11-15-74	Copy of report	Basic Skills Committee Chairperson	11-15-74

Exhibit 5. SAMPLE PAGE FROM OPERATIONAL GUIDELINES, 1974-75

Final Questionnaire

The third form of internal process evaluation was implemented in June, 1975 when an evaluation questionnaire was sent to 120 people who had served as voting members of the five evaluation committees. At the time this report was written, about half the questionnaires had been returned (61). No attempt was made to follow up on unreturned questionnaires. The percentage of respondents answering each question is shown as follows:

THIRD YEAR COMMITTEE EVALUATION QUESTIONNAIRE

June, 1975

1. On which of the following committees did you serve? (check as many as apply)

23% Pupil Progress Reporting Committee	20% Curriculum Development Committee
31% Teacher Utilization Committee	43% Community Participation Committee
21% Basic Skills Committee	23% Advisory Board

2. How are you involved with the Minneapolis Public Schools? (check as many as apply)

43% Paid employee	16% Former MPS student
46% Parent of MPS student	18% Volunteer worker
2% MPS student	15% None of these

3. Which of these statements do you think best describes the Accountability Project?

69% It was an effective way for the community to influence the schools.

15% It was an honest but ineffective attempt to influence the schools through community participation.

3% It was a tool of the schools which really did not serve the public.

16% Other: "Somewhere between a) and b)." "Difficult to judge long-term effects at this time." "Good opportunity to learn." "Effective if we keep pushing."

4. Did the recommendations of the committee on which you served represent the ideas of the majority of the committee members?

85% Yes 3% No

Comment: (12%)"A number of members were grinding axes." "Yes, majority, but not necessarily consensus."

5. In the final analysis, has the Accountability Project helped to improve education in Minneapolis?

31% Yes 61% Probably yes 5% Probably no 2% No

6. What changes in the Accountability Project's procedures would you suggest?

Three or more comments concerned the following:

..More divergent membership needed.
..Orientation of members on Project's procedures.
..Stronger leadership needed.
..Open up selection of Board.
..Bring the concept to the administrative Area or neighborhood level.

7. How do you feel about your own involvement in the Accountability Project?

18% Very Effective	48% Somewhat Effective	15% A little Effective	10% Not at all Effective

A few comments were added, following this question, similar to: "As effective as my attendance allowed it to be."

8. Should the Accountability Project be continued?

87% Yes 8% No

5% were undecided.

The Future

The Accountability Project's Advisory Board has shown concern about the future of its community evaluation process since the spring of 1974, when the board members decided to develop the 1974-75 committee charge around evaluation of ongoing procedures for community input into the planning, operation and evaluation of school programs. One of the recommendations which came out of the 1974-75 committee was for an ongoing city-wide community evaluation program such as the Accountability Project, to be maintained by the Minneapolis Public Schools.

The Advisory Board was not able to wait for the committee's decision about future funding for a community evaluation program, however. In November, 1974, the board was asked by the Project Director whether its members wished to request funding in the 1975-76 local school budget.

The board reviewed alternatives to local school funding. One member suggested that teacher unions, the school board association and the association of school administrators might co-sponsor the organization, but it was decided that the pull and tug on committee independence might be greater with this arrangement than with local funding. Contact with a foundation representative discouraged further exploration of foundation funding because: 1) Twin Cities foundations were over-extended at this time; 2) foundations would rather give seed money for new programs affecting students than to continue existing programs; 3) foundations may also attach strings to the Project.

Local Funding

The board decided to ask for local school funding, through the MPS Research and Evaluation office. Concern was expressed that some members of the community might feel that the Project would lose its integrity with local funding, but the board members felt that any sacrifice in image would be made up for by maintenance of the in-house character of the Project. And..."any group of 50 citizens that gets together isn't going to allow itself to be suborned."

When the administration's budget was published in draft form in March, funding for the Accountability Project was not included as an item. The requested Research and Evalution budget had been cut by 2/3 overall. At its next meeting, the Project's Advisory Board decided to pursue refunding by persuading members of the Board of Education to join together to fight for the Project. A letter from the Advisory Board chairperson was sent to all former committee members explaining the problem. The board's action was reinforced when, in May, the Committee on Community Participation recommended that an ongoing community evaluation process like the Accountability Project be maintained by the local schools.

At a Board of Education meeting in June, 1975, a majority of Board members voted to fund the Accountability Project for 1975-76, with a budget of $20,000. To accommodate the budget reduction, part-time rather than full-time staff will be used to accomplish implementation of prior recommendations plus providing service for one evaluation committee. The Project's Advisory Board will maintain the same character of independence; an independent office will be maintained; the Project Director will again be the Director of Research and Evaluation of the schools. New evaluation topics have been solicited through a mailing of 700 proposal forms.

Project Visibility

The visibility of the Accountability Project has steadily increased during its three years of operation. As building and area level presentations on reports have been given, as the number of members with committee experience has increased, as community groups have been surveyed, the network of recognition and knowledge of the Project has broadened within the district.

Largely because of the work done by the Council on Quality Education's contracted dissemination specialist, contact has been made with a number of school districts both within and outside the state of Minnesota concerning the feasibility of Project replication. The opportunity to offer presentations on the Project at workshops and conventions for school administrators has assisted communication.

Vehicle for Change

Change is most effective when it is derived from a grass roots process. The Accountability Project has proved that the group process works with people from drastically different viewpoints and backgrounds when information is commonly shared and time is allowed for full airing of concerns. It has brought teachers, administrators, parents and students together to work out mutually agreeable solutions to specific problems. It has brought people into active participation in the educational process for the first time and has proved to them that the school system will listen.

Summary Comments regarding the Accountability Project Process:

The Accountability Project has been unique as an evaluation program because of its dual character of being "in-house" yet independent. It was supported by the Minneapolis Public Schools but was controlled by citizens.

Supported by the Schools

Support by the local school administration meant that:

..School personnel were encouraged to participate as speakers, members or observers in the evaluation process.

..Review of evaluation committee findings and recommendations was conducted by broad-based administrative committees. Personnel were encouraged to implement recommendations based on that review.

..School resources were made available to the Project (printing facilities, audio-visual equipment, resource documents, etc.).

Controlled by Citizens

Citizen control meant that:

..A citizen advisory board hired the staff, decided on evaluation topics, and oversaw the operation of the Project.

..Office and meeting space were kept separate from school facilities.

..<u>Everyone</u> interested in an evaluation topic was welcomed as a study committee member.

Appendix

ITEM A, COMMUNICATIONS POLICY

PREAMBLE:

All Advisory Board policies must be directed to the Accountability Project's goal of facilitating a community-committee evaluation process where open discussion of educational issues can take place. Just as membership on the Project's evaluation committees is open to anyone interested in the evaluation topic, and as anyone is welcome to attend any meeting of the Accountability Project, so must the communication policy of the Project stress openness.

The Advisory Board must balance the need for openness with the need to protect the committee's capabilities of effectively pursuing information relevant to its charge. Committee members and speakers frequently take devil's advocate positions..take extreme positions...to make a point or to define an issue. No individual statement taken out of context can be accepted as representative of a participant's general position. No specific material can be isolated and made public as representative of the total committee study process until a final report is issued. Information for the media on results of committee evaluations should not be released prior to the final report to the Board of Education.

STATEMENT OF POLICY:

1. Written Materials. All written materials disseminated to the Advisory Board or to the evaluation committees are accessible to the public at the Project office. These include annual Project reports, committee reports, committee minutes, board minutes, board and committee resource materials and correspondence. The contents of minutes, committee-developed resource materials and correspondence may not, however, be used by the public media without Project authorization. Official records of Project meetings are the minutes prepared by the staff, following review and correction by speakers and Project members present at the meeting.

2. Taping. Anyone attending a board or committee meeting may tape proceedings as long as the taping does not interfere with the orderly conduct of the meeting. Tapes recorded by individuals do not represent official transcripts of the meeting. Public use of tapes may be made only with Project authorization. Tapes recorded at every board and committee meeting by the staff are available to be heard by the public at the Project office.

Board and committee members will receive copies of this policy. Every speaker will receive a copy prior to the meeting at which he/she will be on the agenda. If a speaker does not wish to be taped, taping will be eliminated during the speaker's presentation. The committee can eliminate or reinstate taping at any time by a majority vote of those present.

November 1974

MEMBERS OF ACCOUNTABILITY PROJECT ADVISORY BOARD
1972-1975

Item B , APPENDIX

Marty Anderson 73-74, 74-75	Northeast, white, female, homemaker*, Pupil Progress member, Basic Skills chair
Roger Buffalohead 72-73, 73-74, 74-75	Southeast, American Indian, male, college professor
Richard Curtin 72-73, 73-74	South, white, male, lawyer, Board chair (73-74)
Keith Davidson 74-75	South, white, male, engineer, Curriculum Development Procedures member, Community Participation member
Paula Goldberg 73-74, 74-75	Southwest, white, female, homemaker, Pupil Progress member, Basic Skills member
Alfredo Gonzalez 74-75	North, Chicano, male, college instructor, Curriculum Development Procedures member
Beverly Hawkins 73-74	South, black, female, Director of Education-Minneapolis Urban League
James Hetland 72-73, 73-74, 74-75	Southwest, white, male, Director of Community Affairs-First National Bank of Minneapolis
C. Joseph Howard 72-73, 73-74, 74-75	South, white, male, independent businessman, Teacher Utilization chair
Iris Kangas 74-75	Southeast, white, female, homemaker & community aide, Teacher Utilization member, Community Participation asst. chr
Janis Keller 72-73	North, white, female, homemaker
Dot Lilja 74-75	West, white, female, homemaker, Basic Skills member, Community Participation chair

* Only paid occupations are mentioned. Each of the Board members also have ties as volunteers with a number of unlisted school-connected organizations.

MEMBERS OF ACCOUNTABILITY PROJECT ADVISORY BOARD
1972-1975

-- continued --

Diane Loeffler 74-75	Northeast, white, female, administrative asst., Curriculum Development Procedures member, Community Participation member
Betty McCabe 72-73	Northeast, white, female, community school coordinator & aide, Pupil Progress member
Nathan Miller 72-73, 73-74, 74-75	Southwest, white, male, industrialist, (former director Urban Coalition), Pupil Progress chair
Maxine Nathanson 72-73, 73-74, 74-75	Southwest, white, female, director of Citizens Committee on Public Education, Board chair(72-73), member all 5 committees
Betty Neumann 73-74, 74-75	Southeast, white, female, teacher's aide, Teacher Utilization member, Basic Skills member, Community Participation member, Board chair (74-75)
Henry Nowicki 74-75	Southeast, white, male, director of Curriculum Development Procedures member
Gerd Raich 73-74	Southwest, white, female, homemaker, Teacher Utilization member
Virginia Richardson 74-75	South, black, female, homemaker, Community Participation member
Dorene Scriven 72-73	Southwest, white, female, homemaker
James Small 72-73, 73-74, 74-75	South, black, male, engineer, Curriculum Development Procedures chair
Jane Starr 72-73	Southeast, white, female, homemaker, Community Participation member
Jan Wilson 73-74, 74-75	North, white, female, homemaker